ERIC Doc... Resume	See Instruction Sheet	DATE OF RESUME 8/14/65	DATE RECEIVED 8/9/65

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED001362	SC 2399	N.A.

DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S):
Sykes, Ronald E.

5. TITLE OF DOCUMENT ABSTRACTED:
The Effectiveness of Closed Circuit Television Observation and of Direct Observation of Children's Art Classes for Implementing Elementary Teachers' Training in Art Education

6. PUBLICATION TITLE:
N.A.

MICROFILM COPY AVAILABLE
YES ☒ NO ☐

COPYRIGHT GRANTED
YES ☐ NO ☒

COPYRIGHT RELEASE FILED
YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
ORG. Pennsylvania State U
Dept. of Art Education
CITY, STATE Univ. Park, Pa.

9. PUBLISHER OR SOURCE
The Pennsylvania State University
University Park, Pennsylvania

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	3/64	4

TELE. EXT.
INST/LOC CODE

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
Research

16. INDEXING TERMS (6-12)

closed circuit television	children's art	teacher training		
television observation	art classes	art education		
direct observation	elementary teachers	classroom situations		

17. ABSTRACT (MAX. 250 WORDS)

An experimental study was designed to measure the extent to which closed circuit television observations and direct observations of children's art classes contribute significantly to the ability of elementary education majors to discriminate between desirable and undesirable solutions to classroom situations typically occurring in teaching art to elementary school children.

Eighty-eight college elementary education majors participated in the study and were divided into three groups: the non-observation control group, the direct observation experimental group, and the CCTV observation experimental group. Preceding each observation, the students received Observation Lesson Information sheets and an Art Observation Note-taking Form. Each observation session was divided into three parts: orientation, demonstration, and review.

The Elementary Art Situational Problems Test, the criterion measure, was given as a pre-observation and post-observation test. An examination of the adjusted mean scores of the test led to two conclusions: 1) observations of children's art classes by prospective elementary teachers did contribute significantly to their ability to discriminate between desirable and undesirable solutions to situations which occur when teaching elementary art and 2) there was no significant difference between what direct observation or CCTV observations contribute to developing this ability.

The educational implications of the study indicate: 1) observations should be conducted as part of an art education program, and 2) if a college is faced with increased enrollment pressures, CCTV can provide an effective means for simultaneous observations by multiple sections of students.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

ED001362

INSTRUCTIONAL TECHNOLOGY - U.S.C.
2399

The Effectiveness of Closed Circuit Television Observation and of Direct Observation of Children's Art Classes for Implementing Elementary Teachers' Training in Art Education

by

Ronald E. Sykes

An Abstract of a Thesis

in

Art Education

Submitted in partial fulfillment
of the requirements
for the degree of

Doctor of Education

March 1964

The Pennsylvania State University
The Graduate School
Department of Art Education

REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

This experimental study was designed to measure the extent to which the closed circuit television observations and direct observations of children's art classes contributed significantly to the ability of elementary education majors to discriminate between desirable and undesirable solutions to classroom situations typically occurring in the teaching of art to elementary school children. The study was also designed to measure whatever significant differences appeared between what direct observation and CCTV observation each contributed to this ability to discriminate.

The main study was conducted at Millersville State College, Millersville, Pennsylvania, during the fall semester of 1960. The population of eighty-eight elementary education majors enrolled in Art in the Elementary School I was divided randomly: twenty-nine being assigned to the Non-observation Control Group, thirty to the Direct Observation Experimental Group, and the remaining twenty-nine to the CCTV Observation Experimental Group.

Preceding each observation, the observing students received Observation Lesson Information sheets and an Art Observation Note-taking Form. The experimental design consisted of a series of six observations, made simultaneously by the Direct and CCTV Observation Groups, of elementary art lessons taught to children in grades one through six.

Each observation session was divided into three parts: (1) orientation, (2) demonstration, and (3) review. The fifteen minute pre-observation orientation, conducted in the Elementary Art Room, was viewed by each of the two groups according to their assigned method of observation.

The forty-five minute lesson was then viewed by the Direct Observation Group while located in the Elementary Art Room and by the CCTV Observation Group while located in a nearby building. The ten-minute post-observation review was conducted first for the Direct Observation Group and then for the CCTV Observation Group.

The CCTV equipment consisted of three microphones, three cameras, and two banks of receivers, with the three receivers in each bank corresponding to the three cameras. One camera provided a view of the total room, another a view of two to four children, and a third a view of the teacher working with individual children.

The Elementary Art Situational Problems Test, the criterion measure was given as a pre-observation and as a post-observation test. This test was constructed by collecting typical teaching situations and their solutions as reported by experienced teachers. The one hundred twelve test solutions finally selected met a required high level of agreement among forty experienced art teachers and met standard test construction requirements. The criterion measure had a split-half reliability of .961 as computed by the Spearman Brown formula.

The data resulting from use of the criterion measure were submitted to analysis of covariance. There was a difference significant at the .001 level between the scores of the Non-observation Control and the two Observation Experimental Groups. No significant difference was found between the scores of the Direct Observation and CCTV Observation Experimental Groups.

An examination of the adjusted mean scores led to two

conclusions--(1) observations of children's art classes by prospective elementary teachers did contribute significantly to their ability to discriminate between desirable and undesirable solutions to situations which occur when teaching art to elementary children and (2) there was no significant difference between what direct observation or CCTV observations contribute to developing this ability.

The educational implications of the study indicate (1) observations should be conducted as part of an art education program, and (2) if a college is faced with increased enrollment pressures, CCTV can provide an effective means by which multiple sections of students may simultaneously make the same observations. The Observation Lesson Information sheets and the Art Observation Note-taking Form can effectively serve as guides in observation. The Elementary Art Situational Problems Test can be used to evaluate both the prospective teacher and the in-service teacher.